

# Madhya Pradesh a Trailblazer State in implementing NEP 2020: Revisioning Higher Education

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**Abstract - Madhya Pradesh as a heart of incredible India took a lead in implementation of National Education Policy in India. This research paper is an attempt to compile and understand briefly all initiatives taken by the state to implement NEP 2020 in Higher Education Institutions. It also discusses the issues and challenges faced by institutions and different stakeholders. This manuscript is an attempt to identify the gaps which requires serious interventions and also recommend new models for effective implementation of NEP 2020. This paper would be discussing the need of NEP 2020 in the higher education of Madhya Pradesh also the problems faced by the students of Madhya Pradesh who are pursuing higher education during this pandemic. Some suggestions have also been pointed out in this paper with regard to how we can further revolutionise the teaching & learning process to inculcate new and innovative methods to improve the experience of both; teachers and learners during the pandemic. Primary Data is collected from students and teachers to have a better conceptual understanding of the current situation and future trends. Madhya Pradesh has been proactive and swiftly responding to the requirements of revolutionary change in Higher education along with Post COVID management.**

**Index Terms - Digitalisation, COVID-19, Higher Education Institutions HEIs, transformational, National Education Policy, issues and challenges.**

## INTRODUCTION

The COVID-19 pandemic has severely affected the whole world. Particularly when it comes to education; this is one of the major sectors that has been adversely got affected by this pandemic. The severe outbreak of COVID-19 has enforced almost all the countries to undergo lockdowns that brought everything to a standstill including the teaching and learning process. Right from the big businesses to educational institutions this pandemic has literally transformed and devastated the traditional ways of doing things.

The educational sector has been affected a lot in this regard. The teaching, learning, assessment and evaluation methodologies have been completely reformed by this strong wave of pandemic. Earlier there was always a reformational change in education sector but now this pandemic has paved a way of transformational change and this had led to the digitalisation of education which becomes a necessity in order to provide seamless education. It is one of the major sectors that suffered the most during this pandemic. This pandemic has made the world to observe social distancing in all the places including the educational institution. It was only in 2020 the WHO declared it as pandemic. It has claimed millions of lives across the world. According to the UNESCO report more than 90% of total student population in the world was affected due to the pandemic during the initial phase of its outbreak. It has caused a serious and very deep-rooted impact on the social, economic and also psychological life of people in different parts of the world. So along with the educational institutions the academic year end exams and also competitive exams were postponed indefinitely. One of the outrageous impact this pandemic brought in the global education is the transformation of traditional classrooms into E-learning or online mode of education delivery. This mode of teaching and learning has affected the overall system of education delivery in universities, colleges and schools and has significantly distressed the higher education sector in India. This shift in education has brought a great change in the pattern of learning with certain positive and negative impacts. In the meantime, National Education Policy 2020 has been introduced by the present government which happened to be a detrimental in implementation of online teaching and learning mechanism in education institutions. Madhya Pradesh is a pioneer state in introducing NEP 2020 in the Country. It has been 34 years since India made any

significant changes to its education system. The historic event that the National Education Policy (NEP) was unveiled on 31st July 2020 which aims to increase public investment in education from 4.4% of India's GDP to 6%, and improve education for nearly 300 million students in the country through this key reform.

#### REVIEW OF LITERATURE

National Education Policy (NEP) 2020 was approved by the Union Cabinet led by Prime Minister Narendra Modi on 29 July 2020, after the education policy implemented in the country since 1986. There are many important proposals under NEP 2020 both at the level of school education and higher education. While the 10+2 education system in school education has been recommended to be replaced by the 5+3+3+4 model, on the other hand, at the higher education level, multidisciplinary (multi-disciplinary) bachelor's degrees have been recommended. Provision has been made in which all subjects except medical and law will be included and due to the credit transfer system, students will get the option of taking courses from multiple institutes and multiple exits. Since the approval of the Union Cabinet on NEP 2020, the process of implementing its proposals is being done by the governments in various states across the country. Right now two states have implemented NEP 2020 from the current academic session 2021-22 itself, while there are many such states which are in the process of implementing the new education policy. In this sequence, Karnataka is the first state in the country where NEP 2020 has been implemented. The announcement of the implementation of the new National Education Policy 2020 by the Government of Karnataka from the current academic session 2021-22 was made by the State Education Minister Dr. CN Ashwath Narayan on 7 August 2021.

Aithal S. and SubraJyothsna A. in the paper the new education policy 2020 effectiveness in achieving the objectives highlighted the overview of National education policy 2020 and equated it with previous education policies and found the drawbacks of existing education policy The study had also accompanied suggestions for the educational departments regarding implementation of new education policy 2020 like multidisciplinary approach, faculty training and focus on research etc. Praveen J. and Pooja P. , in their study examined the updates done by the ministry of

education from last three educational policy and it has also criticized the factors which is contributing for holistic development in the education sector. The study highlighted the interventions required by all the stake holders for effective implementation of NEP 2020. Muskan S. highlighted on the national education policy 2020. The researcher concentrated on all the segments of education sector and their effects on the economy. The study majorly described the national education policy from the time of announcement done by the prime minister till the various challenges to be faced by the educational institutions in adopting the changes in their work environment based on the National education policy 2020. Devi.L and Cheluvvaraju Dec 2020 in their research A Study on Awareness about the Impact of National Education Policy-2020 among the Stakeholder of Commerce and Management Disciplinary highlighted the importance of NEP and its impact on various stakeholders of commerce and management education.

Initiation of NEW EDUCATION POLICY 2020 in Madhya Pradesh Higher Education:

After Karnataka, Madhya Pradesh is the second state to implement the National Education Policy 2020 for the current academic session 2021-22 at both the school and higher education levels. As per Higher education minister, under the implementation of NEP 2020, 177 diploma and 279 certificate courses of vocational education will be offered in various higher education institutions of the state. All these students will be able to do diploma or certificate course while doing degree. The aim of NEP implementation in Madhya Pradesh higher education is to provide inclusive, qualitative, equitable education to all the learners irrespective of socio-economic differences, so that no one should be left behind.

#### RESEARCH METHODOLOGY

Population: The study includes the stakeholders of various educational institutions located in Bhopal division

Sample Size: The study is conducted on a sample size of 284 educators and 568 students from various districts of Bhopal division.

#### OBJECTIVES OF STUDY

- To study the impact of National Education Policy on HEI in Madhya Pradesh.
- To study the opportunities and challenges of implementing NEP 2020 in HEI in Madhya Pradesh.
- To provide suggestions to institutions and stakeholders for effective implementation of NEP 2020.

#### METHODOLOGY

The methodology used in research paper is exploratory in nature, based on both primary and secondary data. Primary data was collected through an online questionnaire, for which a google form was designed and link of same was shared to different academic and non-academic groups of people (including faculties, students and industry) through different modes like WhatsApp, Facebook, emails and other social media platforms. Finally, data from 284 educators and 568 students were collected and analysed in qualitative terms for realizing the objectives of the study. The secondary data was sourced from journals, magazines, authentic articles available on Internet and reports available at Ministry of Education, Economic Survey (Various issues), IBEF (Education report), This paper covers the Concept of introduced in NEP 2020 which are required to be effectively implemented by Madhya Pradesh Department of Higher Education.

#### IMPACT OF NEP ON HIGHER EDUCATION INSTITUTIONS

After 34 years NEP 2020 is introduced with the onerous task addressing multiple crises which are faced by Indian education system and amongst all Madhya Pradesh is pioneer in implementation of National Education Policy effectively in the state with academic session 2021-22. State has been trailblazer in opening up multidisciplinary streams for first year students. In the first phase the course has been divided into Major, Minor, Group electives, other electives, vocational and foundation subjects for first year. In the next phase there is a plan to introduce new courses and syllabus for second and third year. Further in fourth year research education will be provided to students to stimulate the culture of research in the state.

Finally, unlike past policy, the post-graduation will be of one year only. Both teachers and students are

sceptical about the policy and its implementation. In this context there were certain interventions done by the department from time to time. Various orientations, seminars, webinars and workshops were done to acclimatise the fraternity with NEP. GER has been raised, the GER was 19.6 in the year 2015-16, which has reached 24.2 in 2019-20. In the year 2019-20, 5.36 lakh students had taken admission in the first year of graduation and first semester of post-graduation. After this, in the last year 20-21, 5.64 lakh students took admission in these classes.

The NEP 2020 is going to affect all the stakeholders in one way or other, most direct affect is on the students and teachers. So, in this research primary data was collected purely from these stakeholders. Earlier the students had not choice but to select any of the three choices Arts, Commerce and Science but now there are different subject combinations available and the students are now likely to choose the combination of their choice but not under their parents or the peer pressure groups.

#### OBSERVATIONS OF THE STUDY

As per the data collected from primary as well as secondary data sources.

1. Advent of disruptive technologies, usage of dynamic information and communication technology foster the education institutions to incorporate digital education in their teaching-learning framework.
2. NEP is doing away with subject based demarcations and translating them into flexible, integrated, multidisciplinary undergraduate and PG programs.
3. The NEP 2020 paves the way towards less regulation and more autonomy for institutions through an effective self-regulatory framework. Over-regulation has always been practiced in Indian educational institutes unlike the western institutes who practise self-regulation. Through NEP 2020 gradual autonomy and accreditations will be granted to all higher education institutions.
4. Foreign Universities will be allowed to set up campuses in India. It will promote research and bring flexible approach. The foreign universities would bring in programme and institution mobility. The idea of internationalisation of higher education is based on the mobility of

students, faculty members, programmes, and institutions across countries.

5. The NEP 2020 aims at setting up multidisciplinary institutions offering programmes with high-quality teaching, research, and community engagement. This will benefit students with increased flexibility and choice of subjects across various streams of arts, humanities, sciences, sports, and other vocational subjects. It will not be a purely academic and theoretical knowledge anymore.
6. The new policy focuses on online and e-learning. NEP 2020 has transformed the education from brick-and-mortar approach to technology-based. Online education will play crucial role to bridge the gap between the students and the institutes. In education what is complementary today will become core. The virtual world will become more real than the real world with digital and video centric approaches.
7. Concept of MERU Multidisciplinary Education and Research University and NRF National Research Funding and ABC Academic Bank of Credit are outstanding initiatives introduced in NEP 2020.
8. New Education Policy is not just about the degree. It is all about focus on life skills and vocational courses. It will be student centric approach where affordability and accessibility will be there and where the students can leverage the most out of education. Increased access, equity, and inclusion through open schooling, online education and Open Distance Learning will be promoted.
9. Single regulator body naming HECI Higher Education Commission of India instead of AICTE, UGC, MHRD and other regulators.

#### CHALLENGES AND ISSUES OF NEP 2020

- India has a history of education which only has a class of English-speaking people, which are considered as elite class but here NEP attempts to offer education in regional languages to all the learners, which may be an instant issue.
- Breaking the walls of subject demarcations and introduction of multidisciplinary education can be considered as a challenge for the subject. As science educator consider their subject as elite and it should not be incorporated with disciplines like humanities and arts.
- Lack of Institutional preparedness towards concepts like ABC (Academic Bank of Credit), Vocational Education along with poor internet penetration and low bandwidth in rural and remote areas of Madhya Pradesh also a challenging issue.
- Lack of physical resources and intellectual Infrastructure is also a challenge which may hamper the proper implementation of Vocational education.
- Lack of adequate training of educators for delivery of digital education.
- There are also challenges related to implementation of inter, trans and cross disciplinary education, which is the heart of ore concept of MULTIDISCIPLINARY.
- Need of collaborating HEI-Industry and incubation centres to disseminate the practical knowledge via internship, apprenticeship and trainings.
- Limited staff strength along with faculties having lack of digital and technological skills for innovation is also an issue that require strict interventions.
- Poor funds for institutional growth and development.
- Funds for Research is also a strategic issue as it is an unchartered area that needs to be encouraged at local level.
- Policy is inclusive in nature but it is widening the digital divide in Madhya Pradesh which is predominantly a rural state also known by BIMARU state.
- Confusions and Dilemmas amongst the students to opt for subjects of major, minor, group elective, other elective and vocational subjects.
- Lack of teacher and institutional autonomy to make innovations in HE to attract many students.
- Insufficient mechanisms for career management and progression of faculty and institutional leaders.
- Strong Indian psyche that good degree is closely associated with securing a good job so this NEP raises the questions on viability of certificate / diplomas to dropout students.

- Availability of course material is a big challenge as students did not attend proper F-2-F classes due to COVID- pandemic. Fear of Offline exam may also affect them psychologically.

Suggestion and Recommendation for inclusive, quality and equitable education in Madhya Pradesh:

India has youngest demographic structure in the world so in the era of fast-moving information and communication technology this NEP is a window of opportunity which fulfils the criterions of Sustainable Development goals. Learning in 21st century is not unidimensional it is a multidimensional activity therefore the Crisp document of NEP 2020 is opening up new opportunities for all the stakeholders. Based on this research which is at its initial stage, followings are the proposed recommendations:

- Educators has important role in the implementation of the policy but they should not be solely responsible for the implementation of each and every aspect instead they should shed their own predispositions and must accept the multidisciplinary, cross disciplinary or trans-disciplinary approach in their subjects so that their subjects can rather get evolutionarized. This change is for the betterment so the change has to be accepted as early as possible. Therefore, the concept of learning-unlearning and relearning has to be adopted.
- Usage of digital skills has to be incorporated and promoted as an institutional culture. In 21st century educators are not mere knowledge disseminators but should act as facilitators of knowledge. Educators should not teach them what to learn but they should them how to learn from the existing knowledge available through different sources. Thus, the digital skills, online interactive classes, blended learning, flipped classrooms helps the educators to facilitate their learners and make them future ready.
- The planning of calendar for academic and non-academic activities as per the requirements of NEP 2020 must be done in advance at the centralised level by higher education department.
- Awareness on mainstreaming of Vocational education in HEI along with the promotion of MOOC platforms like SWAYAM, CEC etc

amongst the students so that they can pursue vocational and other elective subjects in order to earn credit under ABC.

- Setting up of district-wise start-ups, innovation and incubation centres is the need of the hour.
- Learner centric education, focus on research and need of public funding to HEIs must be endorsed.
- Internationalisation of Higher education institutions is a welcoming step in NEP, as on one hand it focusses on strong embedded Indian value system and on the other hand it allows the collaborations and setting up of foreign universities in India so that India can once again restore the glory of its rich education system through mobility of knowledge, students and teachers. Meta university, Digital university, joint degree programs, twining programs are providing wind to this spark vision of NEP 2020.
- Creation of Special Education Zones (SEZ) in Tribal and remote areas, Provision for Social Inclusion Fund (SIF), Gender Inclusion Fund (GIF), Education in regional languages must be promoted.
- Online Content (E-Content), Study material, video lectures or LMS (Learning management System) should be made available to students to facilitates them better.
- Every Higher Education Institution must have strategic plan of action which has to be short. medium and long term in nature. These institutional plans have to be revised and nurtured with the passage of time. These plans should be in synchronous with the criterions of AQAR and IQAR.

#### SCOPE OF FURTHER STUDY

This research is not quantitatively expressed here in this paper and thus the researcher is planning to have quantitative research related to same so that the collected data is analysed and presented statistically in scientific terms which will authenticate and validate the results of the study. The Statistically analysed data is easy to comprehend and validate. Inductive approach can help the researcher to arrive at better results. Also the data from the experts will be collected in forthcoming time to create new models for effective implementation of NEP 2020. Further the data was

collected from Bhopal division only, which is also one of the limitations of the study. In impending duration scope of data collection can be expanded to other divisions of Madhya Pradesh.

### CONCLUSION

After 34 years India is again geared up to implement the guidelines of National Education Policy throughout the country to reform and make sweeping changes in education system. Madhya Pradesh is a pioneer state is contributing effectively in making this history happen. Government along with higher education department is focussing on implementing NEP in the state which is creating a pathbreaking history for other states as well. The mission is aspirational and implementation road map is ready to foster inclusive education for learners to make them industry and future ready. If country wants to reap the benefits of NEP 2020, it has to be implemented nationwide so that the benefits of concepts like Academic Bank of Credit, multiple entry-exit etc can be realised effectively. This paper discussed the impact of NEP on HEIs in Madhya Pradesh and simultaneously it also addresses various issues and challenges faced by stakeholders in the state. Despite the fact that learners and educators are facing various challenges in implementation of NEP, this research also highlights the Suggestion and recommendation for inclusive, quality and equitable education in Madhya Pradesh. Comparative figure of GER has been raised this year along with a pedagogical change from offline to online and now blended mode is adopted by most of educators in the state. Although there are massive requirements of teachers training, along with institutional preparedness in terms of physical resources and infrastructure. The systematic implementation of the proposed policies is possible by creating multi-disciplinary, degree offering, autonomous higher education institutions with students belonging to different disciplines at UG, PG, and research levels is very difficult to manage but as students are guided by highly committed teachers, experiential learning, holistic development through vocational skills, mathematical thinking and 21st-century skills like artificial intelligence and coding skills, larger goal is to make learners truly global citizens who are future-ready.

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